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AUTHOR	Leonard, Ann
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ABSTRACT

An integral part of the Quality Assurance Manual developed by Southwest Regional Laboratory (SWRL) to accompany the Kindergarten Program is the end-of-program assessment of the Instructional Concepts Program (ICP). Following completion of ICP Quality Assurance assessment, four teachers were interviewed in order to gather information pertinent to the clarity of instructions, the amount of time required, the difficulties in administration, and the application of the pupil performance and summarization procedures related to use of the end-of-program assessment. (Author/BJG)

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TITLE: TEACHER REACTION TO ICP QUALITY ASSURANCE PROCEDURES

AUTHOR: Ann Leonard

ABSTRACT

Following completion of ICP Quality Assurance assessment, four teachers were interviewed in order to gather information pertinent to the clarity of instructions, the amount of time required, the difficulties in administration, and the application of the pupil performance and summarization procedures related to use of the end-of-program assessment.

TM004 790

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TEACHER EVALUATION OF THE ICP QUALITY ASSURANCE ASSESSMENT PROCEDURES

An integral part of the Quality Assurance Manual developed by SWRL to accompany the Kindergarten Program is the end-of-program assessment for the Instructional Concepts Program (ICP). Following a field tryout of the materials and procedures developed for this assessment, teachers were interviewed in order to obtain information about test administration, such as: clarity of directions, time requirements, use of pupil performance and summarization procedures and any difficulties that were encountered.

ICP testing procedures are designed so that the specific items included in the assessment may be selected by the program user at the district level. The District Coordinator, using the instructions for test construction included in the Quality Assurance Manual, selects individual items from the item pools provided in the Manual. These item pools cover all concepts taught in the program, with items arranged according to unit and coded to appropriate flashcards in the Program Resource Kit. The District Coordinator pre-prints pupil response forms using the selected items and distributes these to participating classes. The teachers then select appropriate flashcards corresponding to the items on the response sheet. Pupils are shown each card while the teacher reads the test item from the response sheet. The pupil's answer is recorded on this sheet by circling a "+" or "-".

After the test has been administered to all the pupils, the teacher records the pupil scores on a Test Tally Sheet which converts the raw scores to percentages. The final step in the recording process is transferring these percentage scores to an Assessment Summary Sheet which may then be transmitted to a principal or program coordinator.

Tryout Procedures

Tryout of the ICP end-of-program assessment protocol was conducted in eight kindergarten classes that were participating in a related year long program tryout. In order to test the validity of all items in the item pool, four test forms (A,B,C,D) were systematically constructed to include every item. Kindergarten pupils in each class were randomly assigned to receive one of the four test forms. Individual pupil response sheets for each test form were provided with identifying information already filled in.

As previously indicated, normal preparation for testing requires the teacher to select an appropriate flashcard from her ICP file box to use with each item on the test. Since this tryout required four separate pre-constructed list forms and four sets of flashcards, SWRL provided teachers with three of the four sets of cards. However, the teachers were asked to pull their own cards for one of the forms (Form A) so that the amount of time required by the procedure might be determined and an indication of the teachers' reaction to the process obtained. Teachers were then asked to complete the Test Tallies and Assessment Summaries using the directions that appear in the Quality Assurance Manual.

Materials for the tryout were delivered to the school approximately two weeks prior to the close of the school year. Instructions for using the materials were given to the teachers by a staff member at this time (although an introductory letter and printed direction sheets were included in the test packets). When testing was completed, two staff members returned to the school to pick up the test materials and to interview the four participating teachers. A copy of the interview schedule used, including the responses of the teachers to each item, is included in the appendix along with a copy of the ICP assessment materials.

Information from Teacher Interviews

The purpose of the teacher interviews was to solicit reactions and gather pertinent information about the use of the materials and procedures: directions, organization, testing time, test administration, individual test items, and summary procedures.

Use of Directions

Teachers reported no particular problems with any of the directions, although two teachers indicated they needed to read through the instructions for completing the tally and summary forms twice.

Organizing for Testing

Teachers spent an average of 14 minutes organizing the stimulus cards to be used with Form A (cards for Forms B, C and D were provided). They expressed some displeasure at having to pull the cards from their filebox, however, it seems possible that the task appeared more onerous to them because cards for the other three forms were provided by SWRL.

Test Items

Teachers listed problems they encountered with particular test items on a special form provided with the test materials (See Appendix B). Of the 109 items in the pool, only 8 presented any difficulty in administration (See Interview Summary, Appendix A, for identification of items and specification of difficulties and Appendix B for actual test items). It was noted that on the longer items pupils frequently responded before the teacher had finished reading the question.

Testing Time

Actual testing time averaged 5 minutes per pupil and 1 hour and 46 minutes per class. The forty minute range between an hour and 20 minutes for the fastest class and two hours for the slowest class seems to reflect a difference between teachers in classroom organization for the individual test format, rather than a difference in time spent per pupil.

Administration Difficulties

The only real complaint voiced by teachers about the assessment administration concerned the task of retrieving the stimulus cards (flashcards selected from their ICP filebox). In several cases a single stimulus card is used with more than one question. Since no duplicate cards are included with the program it is sometimes necessary for the teacher to retrieve a card she has already used for another item. This means that she can not simply "flip through" the stack of cards but has to check to be sure the card corresponds to the test item. The teachers felt this was time consuming and confusing.

Use of Summarization Procedures

No problems were encountered in completing either the Test Tally Sheets or the Assessment Summary Sheets. As stated above, two teachers indicated that they needed to read the directions through more than once before they felt they were able to proceed. Forty-five minutes was the average time spent completing the tally and summary sheets---individual responses were 30, 45, 60 minutes and "my husband did it."

All four teachers felt that the tests provided them with valuable information and were well worth the time and effort involved. This was particularly encouraging considering the fact that they were asked to administer them during the final weeks of school. Also, the assessment was not given at an optimal point for their classes since all had completed ICP much earlier in the year and were presently using the Beginning Reading Program (BRP). Understandably, all teachers mentioned that the assessment would have been much more useful if it had been given immediately after ICP was completed.

Appendix A

ICP Assessment Tryout Teacher Interview

Teacher (Summary of responses from four kindergarten teachers at Stoddard Elementary School, Anaheim)			Response Frequency
Test package collected	AM Class	PM Class	
response sheets	X	X	4
tally sheet	X	X	4
summary sheet	X	X	4

Any difficulties apparent on the summary sheet (return sheet to teacher after checking)? no — 4

Approximate time spent organizing cards for one test form?	15 min	3
	10 min	1
Approximate testing time per pupil?	5 min	3
	6 min	1
Approximate testing time for entire class?	1 hr. 20 min	1
	1 hr. 42 min	1
	2 hrs.	2
Approximate time to complete tally and summary sheets?	30 min	1
	45 min	1
	1 hr.	1
	husband did it	1
What difficulties were encountered in:		
organizing stimulus cards?	none	3
	missing 2 cards	1
organizing class for individual testing?	none	4
presenting items?	none	1
	using a card more than once	3
marking test?	none	4
scoring test?	none	4
completing tally?	none	4
completing summary sheet?	none	4

Which items seemed to be inappropriate, badly worded, ambiguous, exceptionally difficult, or had other problems associated with them?

* Form	Unit	Item	Comments	Frequency
A	6	211	wording of question was confusing	1
B,C,D	6	235	wording of question was confusing	2
B,D	7	259	needs clarification (tree makes sound too)	2
C	6	203	confusing - "not equal" and "unequal" back to back	4
B,C	7	254	children point to single letter in word instead of isolated word	2
C,D	3	97-98	takes children more than 10 secs. to respond	1
D	6	238	directions are too long	1

(Affect question: Try to draw out the teacher to get her to express any negative (or positive) feelings concerning the assessment. Where appropriate give explanations as to why particular procedures were chosen and report any resultant modification in feelings.) Do you feel that information made available through ICP assessment procedures was worth the time and effort required to do the testing:

Aust	Tally was more useful than summary form. Would like to have diagnostic materials provided with program. Feels this type of testing would be too difficult if all pupils were in a self-contained classroom.
Beck	Test would be more beneficial if given at the end of the program although a retest at end of year might be a good idea. Individual test format is time consuming. Would like similar assessment for FYCSP.
Anderson	Would have been better if given right after program. Would like SWRL to provide workbooks or ditto sheets to accompany program. (She has the highest group of pupils)
Calderelli	Pupils tended to respond to question before she finished reading it. Would like to have entire alphabet presented at the beginning of the program. Found the entire process time consuming.

* See Technical Report (Ozenne & Staff, in progress) for a complete analysis of assessment results.

SOUTHWEST REGIONAL LABORATORY FOR EDUCATIONAL RESEARCH & DEVELOPMENT
4665 LAMPSON AVENUE · LOS ALAMITOS, CALIFORNIA 90720 · TELEPHONE 598-7661 AREA CODE 213

Dear

This spring we are asking you to help us conduct an evaluation of ICP test materials and procedures by administering a posttest to pupils in your classes. The attached test packets contain everything you will need with the exception of the ICP File Box which you will provide from your program materials.

There are four different test forms (A, B, C, D). Students in each class have been divided into four corresponding groups. Names of pupils and the test form they are to be given are found on the "Test Assignment Sheet" included in each test packet. Identifying information has already been entered on the test response forms for your convenience. It is suggested that you administer one test form at a time. Pupils who are absent at the time the test is given can be dropped from the list.

When all four test forms have been administered to the class, complete the "ICP Test Tally Sheet" and the "ICP Summary Forms" according to the directions on the page labeled, "Instructions to Teachers: ICP Assessment Summary." You are to complete only one tally sheet using all the tests even though there are four test forms. The fact that there are four forms will not be a problem because only the total scores for a unit which appear in the black boxes are used.

A SWRL staff member will be scheduled to visit you at your school after the testing has been completed. She will collect the test materials and talk to you about your experiences using the testing and scoring procedures. We will be interested in the amount of time required for test preparation, administration, and summarization and any difficulties which you encountered with the items or procedures. The attached form has been provided to assist you in recording this information.

Thank you very much for assisting us in this evaluation effort.

Sincerely,

cs

Notes Regarding ICP Assessment

Approximate time spent organizing cards for one test form _____

Approximate testing time: per pupil _____ entire class _____

Approximate time to complete tally and summary sheets _____

Problem Items

Form	Unit	Item	Comments
___	___	___	_____
___	___	___	_____
___	___	___	_____
___	___	___	_____
___	___	___	_____
___	___	___	_____
___	___	___	_____
___	___	___	_____
___	___	___	_____

ICP Assessment Directions

1. To prepare for testing, select the appropriate stimulus cards from the ICP file box. The stimulus card numbers on the ICP Assessment sheet indicate which cards to select. As nearly as possible, the cards should be arranged in the order that the items are to be given. However, because some cards may be used more than once, it will not always be possible. In cases where a card is to be used more than once a mark on the back of it to alert you during testing is helpful. This card can be put aside to be used again. Also, notice that when a stimulus card has a black border on the top, that the back side of the card (i.e., the side without the number), is to be presented to the pupil.

2. Select a testing area that is appropriate for individual testing. The area should be relatively quiet.

3. Record the identifying information for a pupil in the appropriate spaces at the top of the assessment sheet.

4. Seat the pupil at a table which is low enough for him to see the stimulus cards.

5. Briefly establish rapport with the pupil by telling him that he is going to play a game with you, and that you are going to show him some pictures. Before beginning, make every effort to insure that the pupil is comfortable and free from anxiety.

6. Using the assessment sheet, present the items in sequence. For each item follow the steps listed below:

   a. show the pupil the appropriate stimulus card;

   b. follow the direction, if any, given in parentheses on the assessment sheet;

   c. say aloud the directions not in parentheses;

   d. take care to avoid giving hints either verbally or by gesture.

7. Allow the pupil about 10 seconds to respond and record his first response. Circle the "+" for a correct response or the "-" for an incorrect response. If the pupil makes no response after 10 seconds, circle the "-" and go to the next item.

8. Whether or not the pupil gives a correct response, say "O.K." and go on to the next item.

9. The score for each unit is the number of correct answers for that unit. For each unit, count the number of plus signs ("+") circled and record this number in the box provided at the bottom of each unit.

Form A

ICP ASSESSMENT

School _____ Pupil _____

Teacher _____ Date _____

Unit	Stimulus Card #	Directions	Answer Correct	Answer Incorrect
	33	Point to something that is purple	+	-
	34	Point to something that is orange	+	-
1	34	Point to something that is brown	+	-
	34	Point to something that is green	+	-
	36	Point to something that is white	+	-
		Total Correct ☐		
	51 back	Point to the smallest chicken	+	-
	61	Point to the longest snake	+	-
2	64	Point to the tallest flower	+	-
	51 back	Point to the larger egg	+	-
	51 back	Point to the smaller egg	+	-
		Total Correct ☐		
	84	Point to the side with 4 animals	+	-
	97	Point to the side with 8 children	+	-
3	114	Point to the shovel with less sand	+	-
	92	How many scissors are on the card	+	-
	107	Point to the side with some black birds	+	-
		Total Correct ☐		
	130	Point to the straight line	+	-
	121	Point to the circle	+	-
4	134	Point to the triangle	+	-
	121	Point to the square	+	-
	130	Point to the curved line	+	-
		Total Correct ☐		

Unit	Stimulus Card #	Directions	Answer Correct	Answer Incorrect
5	178	Point to the animal next to the doghouse	+	-
	171	Point to the object above the cloud	+	-
	149	Point to the bee on the bottom of the box	+	-
	178	Point to something in front of the doghouse	+	-
	196	(Point to the bear) This bear is first in line. Point to the second animal	+	-
	196	(Point to the bear) This bear is first in line. Point to the fourth animal	+	-
	176 back	Point to the animal inside the cage	+	-
		Total Correct ☐		
6	211	Point to two circles that are not the same	+	-
	203	Are the number of legs on each side of the ladybug equal or unequal	+	-
	213	Point to a green circle	+	-
	229	Point to the smaller circle	+	-
	229	Point to the larger black object	+	-
	235	Point to the curved line below the line	+	-
	238	Point to the larger frog above the lily pad	+	-
		Total Correct ☐		
7	254	Point to the letter	+	-
	243 back	(Point to each picture in turn and say) These pictures show a boy standing by a bike, getting on a bike and riding away. Point to the last thing the boy did	+	-
	259 back	Point to something that makes a sound	+	-
	254	Point to the word	+	-
	248 back	(Point to each picture in turn and say) See the boy buying a balloon from the man. Here he is playing with the balloon. Now he has lost the balloon. Point to the picture that shows the boy before he played with the balloon.	+	-
		Total Correct ☐		

ICP ASSESSMENT

School _____ Pupil _____

Teacher _____ Date _____

Unit	Stimulus Card #	Directions	Answer Correct	Answer Incorrect
	35	Point to something that is pink	+	-
	35	Point to something that is red	+	-
1	36	Point to something that is yellow	+	-
	37	Point to something that is black	+	-
	33	Point to something that is blue	+	-
		Total Correct ☐		
	75	Point to the longer pencil	+	-
	75	Point to the thinner pencil	+	-
2	61	Point to the shortest snake	+	-
		Point to the shorter building	+	-
	66	Point to the taller building	+	-
		Total Correct ☐		
	114	Point to the shovel with more sand	+	-
	106	Point to the side with no black shoes	+	-
3	113	Point to the sheelbarrow with the most sand	+	-
	83	Point to the side with 1 animal	+	-
	107	Point to the side with all white birds	+	-
		Total Correct ☐		
	134	Point to the rectangle	+	-
	130	Point to the straight line	+	-
4	134	Point to the triangle	+	-
	130	Point to the curved line	+	-
	121	Point to the circle	+	-
		Total Correct ☐		

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Unit	Stimulus Card #	Directions	Answer Correct	Answer Incorrect
5	142	Point to the front of the car	+	-
	171	Point to the object below the cloud	+	-
	176 back	Point to the animal outside the cage	+	-
	181 back	Point to the balloon to the right of the cloud	+	-
	181 back	Point to the balloon to the left of the cloud	+	-
	189	Point to the first duck in line	+	-
	159	Point to the bear between the other bears	+	-
		Total Correct ☐		
6	211	Point to two circles that are the same	+	-
	211	Point to two circles that are different	+	-
	213	Point to an orange circle	+	-
	229	Point to the larger square	+	-
	229	Point to the smaller black object	+	-
	235	Point to the curved line below the line	+	-
	236	Point to the larger circle on the bottom	+	-
		Total Correct ☐		
7	254	Point to the letter	+	-
	261	(Point to the dog) What is the name of this animal	+	-
	248 back	(Point to each picture in turn and say) See the boy buying a balloon from the man. Here he is playing with the balloon. Now he has lost the balloon. Point to the picture that shows the boy after he played with the balloon	+	-
	243 back	(Point to each picture in turn and say) These pictures show a boy standing by a bike, getting on a bike and riding away. Point to the first thing the boy did	+	-
	259 back	Point to something that makes a sound	+	-
		Total Correct ☐		

ICP ASSESSMENT

School _____ Pupil _____

Teacher _____ Date _____

Unit	Stimulus Card #	Directions	Answer Correct	Answer Incorrect
1	33	Point to something that is purple	+	-
	34	Point to something tnat is brown	+	-
	36	Point to something that is white	+	-
	35	Point to something that is red	+	-
	37	Point to something that is black	+	-
		Total Correct ☐		
2	51 back	Point to the largest chicken	+	-
	76	Point to the thicker sandwich	+	-
	51 back	Point to the smallest chicken	+	-
	64	Point to the tallest flower	+	-
	51 back	Point to the smaller egg	+	-
		Total Correct ☐		
3	98	Point to the side with 9 animals	+	-
	90	Point to the side with 5 objects	+	-
	84	Point to the side with 3 animals	+	-
	83	Point to the side with 2 animals	+	-
	116	One of the glasses has water, Point to the glass which has none	+	-
		Total Correct ☐		
4	134	Point to the square	+	-
	121	Point to the circle	+	-
	130	Point to the curved line	+	-
	130	Point to the straight line	+	-
	134	Point to the rectangle	+	-
		Total Correct ☐		

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Unit	Stimulus Card #	Directions	Answer Correct	Answer Incorrect
5	163	Point to the animal beside the chair	+	-
	189	Point to the last duck in line	+	-
	149	Point to the bee on the side of the box	+	-
	171	Point to the object under the cloud	+	-
	142	Point to the back of the car	+	-
	164	Point to something that is around the house	+	-
	158	Point to something begind the car	+	-
		Total Correct ☐		
6	203	Are the number of spots on each side of the ladybug equal or not equal	+	-
	203	Are the number of spots on each side of the ladybug equal or unequal	+	-
	213	Point to a white triangle	+	-
	229	Point to the larger circle	+	-
	229	Point to the smaller white object	+	-
	235	Point to the straight line above the line	+	-
	236	Point to the larger circle on the right	+	-
		Total Correct ☐		
7	248 back	(Point to each picture in turn and say) See the boy buying a balloon from the man. Here he is playing with the balloon. Now he has lost the balloon. Point to the picture that shows the boy before he played with the balloon	+	-
	261	(Point to the dog) What is the name of this animal	+	-
	243 back	(Point to each picture in turn and say) These pictures show a boy standing by a bike, getting on a bike and riding away. Point to the last thing the boy did	+	-
	254	Point to the word	+	-
	254	Point to the letter	+	-
		Total Correct ☐		

Form D

ICP ASSESSMENT

School _____ Pupil _____

Teacher _____ Date _____

Unit	Stimulus Card #	Directions	Answer Correct	Answer Incorrect
	34	Point to something that is orange	+	-
	34	Point to something that is green	+	-
1	35	Point to something that is pink	+	-
	35	Point to something that is yellow	+	-
	33	Point to something that is blue	+	-
		Total Correct ☐		
	75	Point to the thinner pencil	+	-
	66	Point to the shorter building	+	-
2	51 back	Point to the largest chicken	+	-
	61	Point to the longest snake	+	-
	51 back	Point to the larger egg	+	-
		Total Correct ☐		
	90	Point to the side with 5 objects	+	-
	97	Point to the side with 10 children	+	-
3	113	Point to the wheelbarrow with the least sand	+	-
	97	Point to the side with 8 children	+	-
	92	How many scissors are on the card	+	-
		Total Correct ☐		
	134	Point to the triangle	+	-
	134	Point to the rectangle	+	-
4	121	Point to the square	+	-
	130	Point to the curved line	+	-
	130	Point to the straight	+	-
		Total Correct ☐		

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Form D

Unit	Stimulus Card #	Directions	Answer Correct	Answer Incorrect
5	159	Point to the bear in the middle	+	-
	196	(Point to the bear) This bear is first in line. Point to the third animal	+	-
	190	Point to the child at the beginning of the line	+	-
	171	Point to the object over the cloud	+	-
	149	Point to the bee on the top of the box	+	-
	190	Point to the child at the end of the line	+	-
	178	Point to the animal next to the doghouse	+	-
		Total Correct ☐		
6	238	Point to the smaller frog on the right of the lily pad	+	-
	229	Point to the smaller square	+	-
	221	Point to the black triangle	+	-
	228	Point to the shorter rectangle	+	-
	220	Point to the larger white object	+	-
	235	Point to the straight line below the line	+	-
	236	Point to the smaller circle on the left	+	-
		Total Correct ☐		
7	248	(Point to each picture in turn and say) See the boy buying a balloon from the man. Here he is playing with the balloon. Now he has lost the balloon. Point to the picture that shows the boy after he played with the balloon	+	-
	261	(Point to the dog) What is the name of this animal	+	-
	259	Point to something that makes a sound	+	-
	254	Point to the word ...	+	-
	243 back	(Point to each picture in turn and say) These pictures show a boy standing by a bike, getting on a bike and riding away. Point to the first thing the boy did	+	-
		Total Correct ☐		

Instructions to Teachers: ICP Assessment Summary

The ICP Tally Sheet and Summary is to be completed after any ICP Assessment has been administered and scored. The procedures for completing them are as follows:

1. Complete the identification information at the top of the Tally Sheet giving school name, teacher, class designation (AM or PM) and number of completed tests.

2. Tally the scores for each of the seven (or less) unit outcomes in the following manner.

   a. For each pupils' unit outcome score make a mark in the "Tally" section of the row that corresponds to it. Repeat for each of the seven outcomes (units).

   b. When all pupils' scores have been tallied on all outcomes count the marks in each row and enter this number in the "Number" column.

3. Divide each entry in the "Number" column by the total number of pupils, multiply by 100, move the decimal two places to the right, and enter the results in the "Percent" column. This is the percentage of pupils who attained each score.

4. Complete the Instructional Concepts Test Summary in the following manner:

   a. Complete the identifying information at the top of the sheet.

   b. For each unit copy the numbers and percents from the "Tally" sheet into the corresponding locations on the "Summary" sheet.

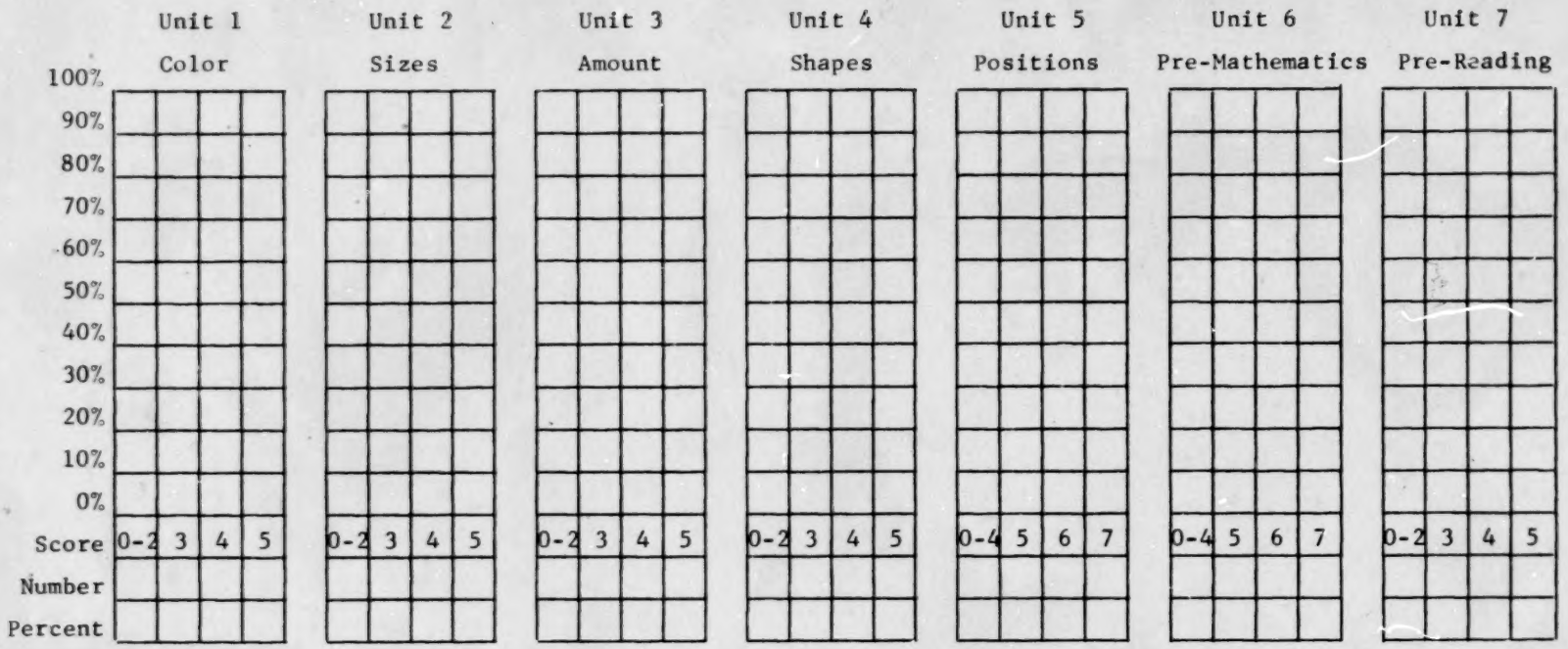
   c. Make a horizontal line across each column at the level indicated by the "Percent" figure.

INSTRUCTIONAL CONCEPTS

ASSESSMENT SUMMARY

Teacher _____

Class _____



INSTRUCTIONAL CONCEPTS ASSESSMENT

TEST TALLY

School _____

Teacher _____ Completion Date _____

Class _____ Total Number of Tests _____

Unit	Score	Tally	Number	Percent
1 Color	0-2			
	3			
	4			
	5			
2 Sizes	0-2			
	3			
	4			
	5			
3 Amount	0-2			
	3			
	4			
	5			
4 Shapes	0-2			
	3			
	4			
	5			
5 Positions	0-4			
	5			
	6			
	7			
6 Pre-Mathematics	0-4			
	5			
	6			
	7			
7 Pre-Reading	0-2			
	3			
	4			
	5			